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It carries us back to Kant and even to Aristotle. But we have swung so far from an intellectualistic treatment of esthetics that it is no doubt salutary to recognize the highly organized character of the esthetic experience and the part played by judgment in its upbuilding and consolidation. Souriau's distinction between the subjective and the objective is open to criticism, and his use of such terms as 'reason' and 'sentiment' suggests an outworn psychology, although he insists that they refer not to bare 'faculties,' but to modes of concrete mental operation. Bertier quotes the schoolmen in support of the view of beauty as perfection, inverts Kant's valuation of free and dependent beauty and criticizes his treatment of the sublime. Whoever wishes to acquaint himself with Souriau's position will do well, however, to get at it at first-hand rather than through Bertier's article.

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JOURNALS AND NEW BOOKS

THE AMERICAN JOURNAL OF PSYCHOLOGY. April, 1906, Vol. XVII., No. 2. *Crying* (pp. 149-205): ALVIN BORGHQUIST. - "Crying occurs under many different mental and physical conditions, but its essential element, psychologically, proves to be a feeling of helplessness in the infant shading into a feeling of hopelessness and surrender of effort in the typical adult cry." *Wundt's Doctrine of Psychological Analysis and the Psychological Elements, and Some Recent Criticism* (pp. 206-226): EDMUND H. HOLLANDS. - When the whole development of Wundt's doctrine of feeling is examined, none of this criticism (by Dr. Washburn) is valid. But it is useful in pointing out inadequacies in the immediate statement of the doctrine, and may perhaps lead to an attempt at a final definition by the author himself. *Peripheral and Central Factors in Memory Images of Visual Form and Color* (pp. 227-247): ELSIE MURRAY. - The persistence, distinctness and general accuracy of reproduction are conditioned by the relation of the stimulus or image to central conditions, and certain special motor phenomena accompanying fixation. *Further Study of the English Sparrow and Other Birds* (pp. 248-271): JAMES P. PORTER. - The experiments show some differences between them in the ability to learn, in memory, and in the perception and discrimination of form and color. More marked are the differences in emotional and volitional states. *Hypnagogic Images and Bi-vision in Early Childhood* (pp. 272-273): ALEXANDER F. and ISABEL C. CHAMBERLAIN. - Some of the psychological and physiological phenomena now on record only for a much older period of life occur also in childhood and are perceived by children, and may possibly exert some influence upon the development of the individual. *The Electrical Supply in the New Psychological Laboratory at the Leland Stanford, Jr., University* (pp. 274-279): LILLIEN J. MARTIN. *Psychological Literature. Book Notes.*

- Deussen, Paul. *The Philosophy of the Upanishads*. Translated by A. S. Gelden. Imported by Charles Scribner's Sons. \$3.50.
- Joseph, H. W. B. *An Introduction to Logic*. Oxford: The University Press. 1906. 9s. 6d.
- Laurie, S. S. *Synthetica, Meditations Epistemological and Ontological*. The Edinburgh University Gifford Lectures for 1905-6. Vols. I. and II. London: Longmans and Co. 1906. 8vo. 21s.
- Lotsy, J. P. *Vorlesungen über Dezzendenztheorien mit besonderer Berücksichtigung der Botanischen Seite der Frage gehalten an der Reichsuniversität zu Leiden*. Erster Teil. Jena: Gustav Fischer. 1906. Pp. xii + 384. 8 M.
- Major, David R. *First Steps in Mental Growth*. New York: The Macmillan Co. 1906. Pp. xiv + 360. \$1.25.
- Ross, G. R. T. *Aristotle's de Sensu and de Memoria*. Text and translation with introduction and commentary. Cambridge: The University Press. 1906. 8vo. 9s.

NOTES AND NEWS

Nature (June 28) notes as follows the contents of a paper by Mr. M. H. Godby on the place of natural science in education, which appeared in the May issue of the *Transactions of the Oxford University Junior Scientific Club*: "The spirit of the paper provides an encouraging sign of appreciation of the value of scientific studies, and serves to show that a generous recognition of the importance of a training in the methods of science is producing a beneficial effect upon the present generation of Oxford students. Mr. Godby first indicates the influence on British education exerted by Bacon in directing the attention of speculative thinkers to the importance of founding theories on knowledge gained from the senses, and subsequently refers approvingly to Herbert Spencer's insistence upon the necessity of training the body and the value of a scientific education. As indicative of modern tendencies at Oxford one or two of the writer's remarks may be cited: 'The man of science perhaps alone of all men understands and appreciates the value of working hypotheses, even when they are wrong.' 'A great charm, too, of science is that one can always appeal against the decisions of tutors and authorities to Nature herself, and so there is produced a freedom from the awe of authority which must tend to develop self-respect and to encourage independence and originality.' 'Science is more capable of arousing the interest of its students than other subjects. There is a sort of spirit of antagonism, a feeling that you are pitting yourself against Nature and trying to unravel her secrets, and this feeling is just what will always appeal to the sporting instincts of English boys.' It is satisfactory to find that young Oxford is alive to the responsibility of the university for the growth of scientific knowledge."